4. They may develop a desire for continued study in the field of science. If even one child, through the medium of radio, becomes so interested in scientific studies that he decides to make it his life work or pursue it as an avocation, the course has been worth while.

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SADIE WILLIAMS
ISABEL SPARROW

THE AMERICAN LIBRARY ASSOCIATION IN ACTION

MEETING in its fiftieth anniversary conference October 4 to 9 at Atlantic City and at Philadelphia, the American Library Association provided an extensive program of lectures, addresses, and round-table discussions. The A. L. A. is ambitious to extend library service to the fifty million American citizens still without it.

Newbery Award to a Virginian

The John Newbery Medal for the most distinguished children's book of the past year was awarded to Arthur Bowie Chrisman for his book of Chinese fairy and folk tales, *Shen of the Sea.* The presentation was made by Miss Nina C. Brotherton, of the Carnegie Library of Pittsburgh, chairman of the Children's Librarians Section of the American Library Association at the Fiftieth Anniversary Conference of the Association, at Atlantic City.

John Newbery was an eighteenth century publisher and bookseller, one of the first publishers to devote attention to children's books. The Medal, named in his honor, is the gift of Frederic G. Melcher, of New York City, and only citizens or residents of the United States are eligible to receive it.

Hendrik VanLoon's *Story of Mankind* received the first award of the Newbery Medal in 1922. Other books which have been honored are Hugh Lofting's *The Voyages of Dr. Dolittle,* Charles Boardman Hawes' *The Dark Frigate,* and Charles J. Finger's *Tales from Silver Lands.*

Arthur Bowie Chrisman, who received

the medal at Atlantic City, is a young Virginian who has tried his hand at moving picture acting in Hollywood, and is now farming in the Blue Ridge. While living in a boarding house in Chinatown he became fast friends with a Chinese who told him many of the legends and stories contained in the volume, *Shen of the Sea.*

Because of their general interest for teachers, abstracts are here presented of a few of the addresses:

The School Library Looking Forward

The free public library movement is today where the movement for universal elementary schooling was in 1876 when the American Library Association was founded. In 1876 the elementary schools enrolled but eight out of thirteen million children then of school age, leaving hundreds of thousands each year to swell the ghastly army of illiterates. The library today provides local service for only fifty-five per cent of the total population and for only seventeen per cent of the rural population. A nation which has struggled a century for mass schooling and universal literacy will spend a second century in the struggle for mass culture and universal education. We shall see the American free library during the years ahead as much a part of every community as the public school is today.

The school library must be developed as an aid to learning and a training agency for public library use. It will require forty thousand trained school librarians to give this service for the schools of the United States, providing one librarian for every twenty teachers.

Among the problems facing the school library is the wide circulation of obscene and trashy literature among children of school age. The newsstands of many cities literally reek with magazines and books that thrive on the morbidity of youth. Periodicals which would be excluded from the mails are sent by express and reach huge circulation. The distribution of such material should be prohibited by city, state, and national law. The suppression of this printed filth has no connection with freedom of the press. The librarian should always stand for freedom of the press, but he shares with parent and teacher the obligation to protect youth from commercialized exploitation.—JOY ELMER MORGAN, editor of the *Journal of the National Education Association.*

The Library and the Child

Children are looked upon generally in two ways—simply as adults of a smaller size or as an entirely different order of being. In other words, we understand children very indifferently. The library of today is only in name the library of yesterday. It would in some ways be better if the modern library had a different name which would prevent people from clinging to the old idea of a mausoleum of books rather than active, live organisms. What children learn from libraries is learned because they are interested.

Interest is a prime factor in all education, a fact often overlooked by leaders in formal education. The voluntary character of the library is to be cherished by librarians. It is the library's chief point of vantage in dealing with children. There is a tendency today among some librarians to over-emphasize formal academic methods in applying them to the library.

The criticisms of children's work in libraries today revolves itself principally around two points—namely that the library can not reach all the children and might better devote itself to adults and that the treatment of children by libraries is largely hysterical and not based on sound pedagogical principles. The weakness of these criticisms is easily refuted, but cannot be stated in this brief abstract, for in the main we are on the right track in our system of children's work in libraries:

"It is only by regarding humanity as a whole, as a phenomenon of flux and change, and by looking at the child in particular as a changing group that mirrors in little the greater tidal surge of the race—that we can

obtain a foothold from which to treat adequately this problem of the child and his education. The library has stretched out its hand and caught a twig. Thus steadied, its view, in one or two respects, is saner, as we librarians love to think, than that of any other institution that deals with this problem of problems."—ARTHUR E. BOSTWICK, librarian of the St. Louis Public Library.

The Effect of the Dalton Plan

The effect of the Dalton Plan on the organization of our school library was immediate and compelling. The first day that freedom to move was given to our pupils, the library was filled to overflowing. It was imperatively necessary at once, to add another librarian to the force. Today, the whole time of two librarians and of a clerk is necessary in order to give required library service to a pupil enrollment that formerly was cared for in a leisurely way by one librarian.

Out of the needs of the pupils, thrown into high relief by the Dalton Plan, was evolved a much more efficient scheme for training them in the use of library facilities than that previously in use. Each subject teacher nowadays definitely helps her pupils, if they need it, not only in how to use the table of contents, the index, and how to take notes, but often brings her class to the library, there to learn how to use the card catalogue and the *Reader's Guide* in her subject. In addition, the librarians prepare assignments and give instruction in classification, use of the card catalogue reference books, *Reader's Guide,* in the time allotted to English, to Social Science, and to Clerical Practice. Each pupil is assigned a problem requiring her to locate books on the shelves as well as to find magazine articles on definite topics. Credit is given and graphs are not signed in these subjects unless the library technique is satisfactory.

In spite of the fact that many teachers insist upon segregating much-used reference books into their class rooms, the number of library readers increases by leaps and bounds. An enrollment of 2,000, before we were daltonized, spelled 37,485 library readers per year. The first year afterwards the number of readers increased to 104,510, and the next to 114,018. The increase in actual readers is even greater than the figures indicate, for, after the school was daltonized, we found it necessary to keep out of the library mere study hall overflow and those who wished to use the room to read ordinary textbooks.—MRS. LUCY L. W. WILSON, principal of the South Philadelphia High School.

The Place of Library Work With Children in the Training Class Curriculum

The value of any unit of instruction, and the amount of time to be devoted to it, are determined by the function of that unit and the need for it in the local library. In a general training course, there is no time for specialization along any particular line. No one unit should be superior or more important than another, but all should be correlated, so that the result may be a well balanced whole. The basis of selection must rest upon local use and need.

Of the one hundred hours recommended for book evaluation, including children's books, on the curriculum suggested by the Board of Education for Librarianship, this paper makes a plea for thirty hours of this time to be devoted to children's books and reading, and problems concerned with library work with children. The purpose of the course in library work with children is to acquaint the students with the aids and principles which underlie the selection of children's books in a public library; to give an introduction to children's literature; and to present information which will give the student an intelligent comprehension of the scope and the operation of different phases of work with children in the local library. As outlined, in a thirty-hour course, six lectures are to be devoted to administration and extension, of which work with schools is a component part, eighteen lectures to children's literature, and six to story-telling.

All these lectures are to be supplemented by problems and projects.

In the short course on Administration of children's work, only important phases can be included, such as the general scope of the work, within and without the walls; co-operation with civic agencies, work with schools, and problems of discipline and policy.

The course in literature should be presented not from the standpoint of purchase or acquisition, but from the standpoint of recommendation to the juvenile patrons of the library and to persons interested in bringing children into contact with good books and reading.

The main purpose of the course in story-telling is to discover talent, and there should be enough work to make this discovery sure.

To sum up, we should make this unit of instruction, that is, work with children, strong enough in our training class curriculum to train students for active elementary service in children's work.—CARRIE E. SCOTT, of the Indianapolis Public Library.

THE LEE HIGHWAY

OUR school is situated on the Lee Highway so that the children are interested in the steady stream of foreign cars past our door. On learning that our highway is one of the Main Streets of the Nation, we decided to study it.

I. *What the Children Did*

A. They made a chart showing car license plates seen on the highway.

B. They made an observation of the highway to learn:
   1. How the highway is drained.
   2. How it is kept free from mud.

C. They set up the following problems:
   1. Why it is called the Lee Highway.
   2. Why so many tourists choose this road as a pleasure trail.
   3. What is carried to us and from us over the highway.
   4. Why it is located where it is:
      (a) Why it follows the old buffalo trails.
      (b) Why it avoids sharp curves.

D. They used outline maps to show the location of the highway by:
   1. Coloring the states crossed by the highway.
   2. Marking in the highway from Washington, D. C., to San Francisco, Cal., and indicating important cities located on it.

E. They kept a record of their study in a book for which they:
   1. Wrote to cities along the highway for views and reading matter.
   2. Collected local pictures.
   3. Wrote descriptive paragraphs explaining the local views.

II. *Information Gained*

A. Geography and History of the Highway:
   1. The Lee Highway is named in honor of Robert E. Lee. This is most appropriate since it passes through Lexington, Va., where he worked and where he is buried.
   2. Abraham Lincoln's father used this route when he migrated to Kentucky.
   3. The section of the highway from New Market to Staunton, Va., was formerly a part of the old Valley Turnpike. During the Civil War General Jackson marched his soldiers over this pike.
   4. The highway extends from Washington, D. C., to San Francisco, Cal., and crosses the following states: Virginia, Tennessee, Alabama, Mississippi, Arkansas, Texas, New Mexico, Arizona, California.
   5. It passes near a great many places of interest to tourists. Among these are: Caverns of the Shenandoah Valley, Natural Bridge in Virginia, Hermitage in Tennessee,